

Standards and Quality Report

2022/2023



DUNBEATH PRIMARY

HIGHLAND COUNCIL | DUNBEATH PRIMARY, DUNBEATH, KW6 6ED

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we progressing towards achieving these positive outcomes and changes.

Our School/Cluster/ASG (Delete as required)

Dunbeath Primary School serves the rural community of Dunbeath and Berriedale in the south east of Caithness. The school currently has a roll of 26 pupils across two primary classes P1/2/3/4 and P5/6/7. The ELC (Early Learning Centre) which offers extended hours currently caters for 10 x 2, 3 & 4 year olds. Within our catchment, there are areas of significant social deprivation. We aim to provide a safe and supportive learning environment for our pupils. The school is part of a cluster arrangement with Lybster Primary and is one of nine primaries that feed into Wick High School.

The last few years have been impacted by Covid-19. The school is now getting back to how it was and allowing classes to mix, visitors to come into school and school trips to take place.

Since October 2020, a new HT appointed. The PT is based in Dunbeath and covers Nursery Management for Dunbeath and Lybster ELCs however she is currently on maternity leave until April 2023. The Acting PT is based in Dunbeath on a Thursday and covers Nursery Management for Dunbeath.

P5/6/7 is shared between 2 class teachers which are both new to the school.

The clerical works between Dunbeath and Lybster Primary Schools.

Our School/Cluster/ASG Vision, Values and Aims (Delete as required)

OUR SCHOOL VISION, VALUES & AIMS

Our vision is for our pupils to be happy, confident and well-rounded individuals who aspire to be the best they can be. As a school, we want to guide and support our children by giving them the knowledge and skills to achieve their destiny. We want all pupils to be proud of themselves and feel that they are part of the school and wider community. Dunbeath Primary is a school where everyone is made to feel welcome. There is a happy, friendly atmosphere and everyone is caring and supportive of each other. The children are mannerly, respectful and understand the importance of keeping themselves safe. We think the teachers are great and they support us with our learning. We all work hard and staff encourage and help us to achieve success. We experience a wide range of activities and opportunities, including outdoor learning and global citizenship. We have fun in our learning. We show good sportsmanship and celebrate each other's achievements. We work in partnership with our families and the wider community. They support us and we like to do things to help them. We know our rights, show respect and are inclusive which can be seen through our positive attitudes and good behaviour.

DUNBEATH SCHOOL AIMS We aim to provide a broad and varied curriculum in line with the Curriculum for Excellence through - broad and balanced programmes of work based on the guidelines. - provision of a curriculum related to the needs and interests of the children. - timetables which give appropriate time and emphasis to each curricular area. We aim to raise pupil's attainment and maintain high standards in attendance and behaviour through - creating an ethos of achievement with high expectations of all. - regular monitoring of progress and achievement. - appropriate use of praise to motivate and give recognition. We aim to ensure a coherent and progressive approach to learning and teaching through - good planning, organisation and use of resources within the school and its surrounding area. - the matching of teaching processes to pupils

learning needs. - provision of a variety of learning and teaching methods. - regular assessment and reporting of children's progress. We aim to encourage the children to become responsible well rounded citizens through - promotion of good health, personal morality, self-awareness and esteem. - development of friendships and relationships and inclusion of those with special needs. - development of positive attitudes and beliefs. - development of leisure and recreational interests, creativity and ambition. We aim to provide a pleasant, friendly and secure environment in which learning can take place through - encouraging pupils to have a sense of pride and identity in the school. - promotion of good relationships between staff and pupils. - effective links between the school, Parent Council, parents and the wider community. Page | 6 We aim to make the best possible use of staff, accommodation and resources to benefit the children - through encouraging professionalism of staff through team work, Staff Review and Development. - through effective display, organisation and accessibility of resources. - through encouraging the use of school facilities at all times. We aim to provide effective management and leadership through - efficient planning. - continuous monitoring and self-evaluation. - professional competence and commitment.

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

P1-4

- Art – it's calm. We keep it all in a book, it's creative, we keep it neat
- Writing – we use our imagination, it helps our handwriting, it helps our brain, it helps us connect our words together
- Fine motor – it makes our hands strong, it makes you very smart, it helps your brain, it helps our handwriting because it warms up our hands
- Little and big ones having separate spaces and play areas outside – we can go on the field to play different games, we have chance to do different activities, it stops falling out, it stops fighting with other kids, you get time on the stuff
- We get to do play activities, the older ones get activities too but they are harder activities

P5-7

- The playground has a lot of space and we can use the trim trail
- P.E.
- Fun activities
- Everyone is nice to each other
- There are lots of fun toys to play with
- The teachers are very kind, nice and help everyone in their learning
- Our amazing cook Lorraine
- Everything is fully functional
- People work hard
- Everyone is kind
- The students are hard working and nice to everyone
- Lessons are fun
- Everyone keeps the playground tidy
- Kind friends

Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

P1-4

- To have the class in two halves one as a play area and one as working tables
 - Every time we do PE we have to move things in the hall which takes up our PE time
 - Get windows in the PE hall so we can open them to get fresh air
 - Get a place on the field that could be used when it is muddy like a fake grass area or concrete
 - A separate dinner hall so we don't have to do PE in it
- P5-7
- To be allowed in the polycrub more
 - Have more lunch choices
 - Be allowed to go to the playground in the field
 - Have more reading time
 - More toys outside/ More things to do in the field.
 - More fun outside activities

Our Improvement Journey Headlines Session 2022/23

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

Improvement Project 1:

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: *To improve reading attainment*

Progress and impact:

| SHORT TERM | MEDIUM TERM | LONG TERM |
|--|--|--|
| Motivated pupils who want to read. Inspired conversations between children and adults. Improvement in vocabulary due to experiencing new words. Improvement in writing ability. | Increased engagement in reading. The potential for children to continue their reading enjoyment at home. Children more able to access other areas of the curriculum due to their reading ability i.e. children with low reading levels to be able to read maths questions. Increased engagement in learning. Developing interesting conversations with peers and adults. | Children to be more able to access the world around them as adults. More options will be available to them in their ongoing and future education/career pathway. Older children to act as champions for reading as an example for younger children. |

Next steps: Monitor children's progress throughout the year

Improvement Project 2:

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: Improving the Health & Well-Being of all our learners

Progress and impact:

| SHORT TERM | MEDIUM TERM | LONG TERM |
|---|--|--|
| Pupils will be able to recognise their own feelings and how to manage them and so be more ready to learn. | Pupils will be able to support each other in being ready to learn. | Learners will have developed self-awareness and be able to support their own well being. |

Next steps: Find a more accurate way to assess Health and Wellbeing.

Evaluation of Progress

We believe we have made the following progress this session:

| Quality Indicator | School self-evaluation |
|---|-------------------------|
| Leadership of Change | 1.3 Satisfactory |
| Learning, teaching and assessment | 2.3 Satisfactory |
| Ensuring wellbeing, equality and inclusion | 3.1 Good |
| Raising attainment and achievement | 3.2 Satisfactory |

Our children and young people believe we have made the following progress this session:

| | |
|---|------|
| Theme 1 Our relationships | Good |
| Theme 2 Our learning and teaching | Good |
| Theme 3 Our school and community | Good |
| Theme 4 Our health and wellbeing | Good |
| Theme 5 Our successes and achievements | Good |

Our overall evaluation of our school's capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [ADD LINK](#) or by contacting the school office.